

HABILITATION PROGRAM COORDINATOR

This is professional supervisory work in a local area MH/DD/SAS program responsible for coordinating and managing a Parents and Children Together Program, other center or home based Early Intervention Program, or an Itinerant Team of professionals. Work is differentiated from the lower levels by a significant amount of time being spent in the areas of program administration and supervision of more complex programs.

Employees provide both administrative and technical supervision to lower level staff. Employees are also responsible for program planning; establishing priorities and implementing program objectives; having limited budget involvement including recommending budgetary needs and monitoring expenditures; and participating in various personnel functions. Employees determine and certify eligibility of clients for the program, assign cases to subordinates, may serve as coordinator for staffing cases and are responsible for program evaluation. Employees are responsible for ensuring that client contracts are developed, negotiated and monitored and for coordinating services with other agencies. Employees may provide direct client services not to exceed 50% of the time. Direct client services include assessment of skills for clients with or at risk for developmental disabilities, delays, atypical development (emotional/ behavioral disorders) in the areas of gross motor, fine motor, cognitive, language, self-help, and psycho-social development. Assessments are completed through the use of formal assessment tools for the child and/or other family members. Treatment/habilitation plans are independently developed and presented at staffing. Treatment is conducted in homes or in other centers serving the client with the focus on activities and skills which enhance the development of the child and other counseling and support activities. Employees may coordinate additional services, such as speech and hearing and physical therapy and provide counseling to parents, siblings, and care providers. Work may include other related assignments as determined by appropriate management. Employees report to a Habilitation Program Supervisor/Director.

I. SUPERVISOR/MANAGERIAL FUNCTIONS:

Planning - Employees assess needs of client population, as well as overall agency goals in order to develop program parameters and criteria. Employee's plan work operations that involve setting priorities and establishing goals. Work involves making recommendations on budgetary needs, space, and equipment.

Organizing and Directing - Employees assign work and are responsible for maintaining work load balance within the program and develop procedures to improve efficiency. Changes in organizational structure are recommended to supervisor.

Budgeting - Employees are responsible for monitoring expenditures and staying within predetermined budgeted amounts. Responsibilities may also include projection of an annual budget for the program for consideration by the supervisor.

Training - Employees provide orientation and training to staff and recommend any additional training needed to supervisor for approval.

Setting Work Standards - Employees establish clinical guidelines for operation within the program which may involve developing assessment tools and documentation standards which are in accordance with overall agency standards and goals. Employees ensure that staff comply with agency policies and procedures.

Reviewing Work - Employees meet with staff individually or in groups on a regularly scheduled basis to discuss work flow and policy or procedure changes. Employees monitor quality and quantity of work through case staffing and records analysis.

Counseling and Disciplining - Employees counsel with staff as necessary and may carry out limited disciplinary actions. Formal actions are discussed with a higher level supervisor.

Performing Other Personnel Functions - Employees evaluate staff performance, recommend merit increases and promotions, and participate in the selection process of new employees.

II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Employees are responsible for a program that is typically serving clients with a variety of habilitation needs depending on the nature of client's disabilities which may range from a slight developmental delay to severe/profound developmental disability or emotional/behavioral disorder. Changes in agency guidelines may result in changes in the program.

Variety of Work Supervised - Employees typically supervise a small number of professional staff who is involved in habilitation services.

Number of Employees Responsible For - Employees are responsible for two to eight staff.

III. EXTENT OF SUPERVISION RECEIVED: Employees meet periodically with supervisor. Major changes in organization, personnel, and program design are discussed with supervisor.

IV. SPECIAL ADDITIONAL CONSIDERATIONS: Staff may be required to work some evenings and are required to provide services in clients' homes.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of the concepts, practices, and techniques of the field of developmental disability and/or child mental health to include assessments, development of comprehensive programs and/or treatment plans. Thorough knowledge of the population served. Skill in writing habilitation plans and programs. Ability to train and supervise professional staff. Ability to evaluate and document progress and present to the interdisciplinary team. Ability to coordinate and instruct staff, family members, and care providers in carrying out methods and techniques utilized in developmental disabilities and infant and child mental health field. Ability to establish rapport and related to population served, families, and community agencies and groups, and a variety of service disciplines.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in special education, elementary education or early childhood education, nursing, child development, infant mental health, psychology, social work, child and family studies, counseling, or psychology with two years of professional experience working with the target population, including one year of clinical experience in PACT or other home or center-based early intervention program, or related program; or graduation from a four-year college or university with a degree in a human services field other than those specified above and three years of professional experience working with the population served, including one year of clinical experience in PACT or other home or center-based early intervention program, or related program; or an equivalent combination of training and experience. The population served includes infants, toddlers or preschoolers with or at risk for developmental delays or atypical development in the case of such programs as home or center based early intervention. For such service settings, experience may also be with families of such children, non-handicapped infants and toddlers or preschoolers or with child mental health related programs. In the case of an itinerant team serving adults, experience may be with adults with developmental disabilities and/or mental illness.